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ABSTRACT

In response to numerous complaints from evening college students across the country, a study on transfer of college credits was sanctioned by the United States Association of Evening Students (USAES). The purpose of this report is to emphasize and make administrators, deans, and faculty of institutions of higher education aware of problems associated with transfer credits as students become more mobile. The report reflects the issues at hand including off-campus learning, and what trends are being implemented to reform the educational process in terms of credentials. The study concludes that a locally, regionally, or nationally organized agency should be formed to oversee and monitor transfer credits. Further, there must be cooperation among the evening college deans and administrators in the form of scheduled meetings in order to make this program feasible. It is hoped that such meetings are encouraged among local colleges so they could periodically review related course requirements for ease of transfer credit evaluation. (HS)

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TRANSFER OF COLLEGE CREDITS
AND
OFF - CAMPUS LEARNING

UNITED STATES ASSOCIATION
OF
EVENING STUDENTS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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ALEX MELONI
USAES President

April 8, 1972

HE 003 730

PREFACE

The purpose of this report is to emphasize and make administrators, deans, and faculty of institutions of higher education aware of problems associated with transfer credits as students become more mobile. This report tries to reflect the issues at hand including off-campus learning, and what trends are being implemented to reform the educational process in terms of credentials.

The information contained herein is the result of a 2-year study utilizing views and opinions of students and administrators as well as documentation from workshops, seminars, papers, etc. including studies conducted by the Department of Health, Education, and Welfare (HEW) in Washington, D.C.

It is also the purpose of this report to expose problems, (and if they are already known to expand on them) to HEW in the hope that someone may feel the need for resolving transfer credit problems which exist throughout the nation.

It is also hoped that evening college organizations such as the Association of University Evening Colleges (AUEC), the Adult Personnel Guidance Association (APGA), and the Adult Student Personnel Association (ASPA) and others would take a hard and long look at this report and not read it for information purposes only. It is fairly obvious that they (the administrators) recognize the problems but are reluctant to meet jointly and make recommendations, or as in cases of local area schools, meet to resolve differences in course content, text, and approach of similar courses taught in different schools. In other words, produce an outline of all courses so they may be compatabile with all institutions offering closely related curriculums, e.g. Electrical Engineering, Economics, Physics, etc.

This report is purposely biased towards problems primarily associated with evening education, since I am more familiar with these problems being an undergraduate evening student for 10 years.

This report will be submitted to various organizations associated with institutions of higher learning. Will someone please take the initiative to at least sit down with members of the USAES and discuss how we can resolve problems as indicated herein.

We, the USAES, have consistently expressed our views and problems concerning transfer credits, but unfortunately administrators and deans are not taking the initiative to alleviate this chronic thorn embedded in the side of evening college students everywhere.

In all fairness, I must state that transfer credits is not a serious problem in some institutions, but I can safely say that it does exist among the majority of institutions.

All constructive remarks are welcomed and may be addressed to:

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I Introduction

In response to numerous complaints from evening college students across the country, a study on transfer of college credits was sanctioned by the United States Association of Evening Students (USAES). This led to a panel discussion[1] held at Drexel University as a class project in a course entitled "Conference Techniques." In attendance were Mr. Howard Benfield, Drexel Evening College Administrator, and evening students from various departments within Drexel Evening College. Alex Meloni, the presiding Chairman, limited discussion to problems associated with transfer credits affecting evening students, even though this similar problem exists in day colleges as well.

The Chairman stated that "it is common knowledge that many evening students have reluctantly turned down job promotions and opportunities at different locales because of college credits not being accepted at another college in the vicinity of their new employment; changing jobs in many cases means changing schools, which usually results in delaying or extending a student's educational goal that he has worked so hard to obtain. This extension may be attributed in part to the lack of responsibility among college administrators and deans to adequately recognize transfer credits which are similar, and in many cases closely related, to courses in a degree program at another college." The chairman continued to say that "transfer credits has been a continuing problem with both students and administrators for many years, and that conditions vary from school to school."

While student motivation is difficult to measure precisely, there has been a steady increase in transfer students, probably due to changing times but more so due to personal, vocational, or academic reasons. In a study[2] of the 1967 graduating class in a major State college system, 30% of the graduates had attended three different colleges, and 17% had attended four or more.

Generally, student complaints concerning transfer credits are predicated on the belief that many courses taken at non-accredited colleges, technical institutions, or in military service, were of sufficiently high caliber to prove competence in a particular subject area. In many cases, the claim is that class assignments in many technical training centers require a higher rate of proficiency than those offered by accredited colleges. Such claims should indeed give justification for a deep evaluation of transfer credits regardless where they were earned.

II PANEL DISCUSSION

BACKGROUND

It has been found that before transfer credits can be evaluated, certain basic requirements must be met:

First, transfer credits must have been earned at an accredited school Second, credits must be compatiable with the degree program in the school in which the student wishes to matriculate; for example, a student who is in a degree program in Economics would have difficulty transferring most of his credits to an Engineering curriculum. Third, in many cases a student must have earned a "C" (2.00) or higher in the course. It is interesting to note that some colleges may accept a grade-point-average (GPA) as low as 1.30, while others require a GPA as high as 2.50 and still others a GPA of 2.70.

A recent thesis[3] indicated that the number of transfer credits which were accepted among 34 evening colleges in the states of Pennsylvania and New Jersey ranged from 47-77% of the total number of credits required for a baccalaureate degree, with GPA averages ranging from 1.30 to 2.70. The assumption is that the college(s) which accept a 1.30 probably do so because they believe that previous academic achievements are salvageable and that the student shows promise of raising his academic standards. In these cases, the possibility of salvaging such students may be worth the investment. Similarly, colleges which require a 2.70 may be in a favorable position of having more applicants than space and therefore, can justify the admittance of only the exceptional transfer students.

The number of transfer credits accepted towards a degree program is limited. For example, St. Joseph's College of Philadelphia will accept up to 90 transfer credits towards the baccalaureate; up to 30 towards the associate; and up to 20 towards a certificate or diploma.[4] It must be noted however, that most accredited schools in a local area are eager to cooperate wherever possible. However, they reserve the right to accept or reject credits, based on appraisal of the scholastic record.

PROBLEM AREAS

1. Students enrolled in a degree program must take "residential credits". That is, a minimum number of credits must be acquired at the college in order to receive a degree from that college.

2. Different grading sytems such as pass/fail, satisfactory/unsatisfactory, Alpha A thru D, and numeric 1.0 to 4.0. Generally, a "C" (2.00) is required for transfer credits. However in a majority of cases even with a "C", the final decision lies with the department head, administrator, dean, etc., who in turn may be limited by standards imposed by the college or accrediting agencies.

3. Should there be a distinction between American and European History to receive credit for a History course?????

4. Should transfer credits be evaluated based on the text or approach used in such courses as English, Psychology, Literature, etc., to receive credit for a Humanity course????? Meaning that there may be differences in teaching philosophy between sections of the U.S. (e.g. East, West, etc.).

5. Colleges with different semester systems, e.g. 16 weeks per semester vs 11 weeks per quarter (or tri-semester).

6. Credit-hour requirements for similar courses at different colleges, e.g. 3 vs. 2.5 or 3 vs. 4.

7. Although most colleges attempt to present course catalog information as factually and concisely as possible, most catalogs do not adequately convey the information intended and therefore may be misleading when evaluating transfer credits.

8. Day colleges in many cases will not accept evening college credits earned within its own University.

9. The foreign educational system (excluding the language barrier) is not directly related to the U.S. and vice versa, and therefore makes it difficult in evaluating transfer credits for students both at home and abroad. Differences in educational philosophies exist throughout the world. For example in India, the high school consists of 11 grades and the first year in college is similar to our 12th grade; in Australia the high school consists of 13 grades. Consequently, the Department of Health, Education, and Welfare in Washington D.C. is virtually no help in evaluating credits because they only specify that the student must have a high school education or equivalent. Therefore, it is difficult for an international student to receive a year-by-year and course-by-course credit; thereby, each course has bo be carefully evaluated. It is recommended (for information only) that the international student request that the college of his choice contact the Regional Council for International Education, Pittsburgh, Pa. This Council takes the student's work, evaluates it, and then recommends to the college what type of credit should be given.

10. Students in many state educational systems are not permitted to earn a degree through evening study. In the California State college system, for example, of the 125 semester-units needed for a bachelor's degree, only 25 extension units can be counted towards the total.

11. The evening schools and extension divisions of colleges and universities are often treated as the step-children of higher education. In many institutions evening and extension faculty, usually part-time teachers, cannot earn rank or tenure.

Advantages in promoting the case of accepting transfer credits

1. Increased opportunity for evening college students to accept job promotions in different locales remote from his college. In addition, many employees are temporarily assigned at plants throughout the country for as long as six (6) months to 1 or 2 years. Therefore these employees will be able to take courses at a nearby college with the assurance that earned credits will be accepted by his college back home.

2. Ease of transferring from one college to another (day to day, day to eve. eve to eve, eve to day) without fear of losing too many credits.

3. To enable a student to take electives fo his choice at other colleges which may not be offered at his college. This includes off-campus instruction by professional or industrial personnel in the field of his study.

4. International educational opportunities.

5. Most important, to expedite completion (in terms of time) of his degree program.

Evaluation of transfer credits

Variation in the types of personnel responsible for evaluating transfer records is one of the major stumbling blocks. Among the 34 evening colleges[3] this responsibility varied from evening college administrators (25), day college administrators (2), the Admissions Office (5), and the Registrar's Office (2). Evening-college administrators and departmental personnel should be responsible for evaluating transfer students and rightfully so, simply because of their in-depth comprehension of curriculum and accreditation requirements. Day-college personnel assigned to review evening college transcripts is justifiable only if the personnel are responsible for both the day and evening programs. Unfortunately, many colleges delegate this responsibility to the Admissions or Registrar's Office which in many cases may know very little about curriculum and accreditation requirements. They should be involved in the decison process of admiting/rejecting applicants based on credentials and accreditation standards, rather than evaluation of transfer credits.

In essence, transfer credits is a personal confrontation between the student and the administration. And, if all colleges would provide a reasonable and flexible program, transfer students would get a fair objective evaluation and be further assured o their ability to master subsequent course material. Obviously, the quality of individual college programs would still remain a factor in assessing student preparation. For example, if a student completes courses in Calculus I, II, and III at College A, it does not necessarily indicate that he will be capable of handling Calculus IV at College B. In many cases it is advantageous especially if it has been several years hence since he had Calculus #III. It is most probable that he may fail Calculus IV if he immediately takes the course at College B and consequently demoralizing his competence in addition to lowering his GPA. In such cases, the evaluator is justified in refusing to accept credit for Calculus III from College A.

It was noted[3] that the majority of courses listed on transcripts in the Business Administration College were relatively easy to analyze, while non-related courses required detailed examination via course description from college catalogs and/or an interview with the student. Furthermore, diversity of curriculum requirements and the proliferation of majors and options in a particular degree program puts the evaluator in an unfavorable position to fairly evaluate a student's level of preparation for admission. Consequently, colleges with a rigidly structured curriculum may find it difficult to grant transfer credit for courses dissimilar from their own, which obviously limits the number of qualified transferees. According to David Selby, Past President, Boldin Wallace Evening Student Association, the major problem in transfer credits is identification and determination of how a course relates to a similar course taught at another college.[6]

An important factor in transfer credits is the total hours of study required by the college. That is, some colleges operate under the semester system, while others operate under the quarter system or tri-semester, e.g. 16 weeks vs. 11 weeks. Therefore, a conversion factor must be used to convert quarter credits to semester credits and vice versa. In addition, the number of credit-hours assigned to each course is also important. A student may find himself "over or under" the required number of credit-hours, e.g. 2.5 vs. 3, or 3 vs. 4.

What about a published booklet to indicate what courses are transferrable from college to college? Such a booklet has its limitations because it may hinder the student in that the colleges may tend to be more strict rather than liberal in some instances, which may also limit the substitution of courses as electives. Furthermore, each college may jeopardize its image by publishing information specifying what courses are accepted from one college and not another.

The University of Pittsburgh Evening School of General Studies (SGS) conducted a survey of its student body and found that two students related satisfaction in Pitt's accepting most of their credits from a Community College[7]. Eighty-seven others described dissatisfaction with the manner in which their transfer was handled; Thirty-six of these described losing half or more of their credits from well known state related universities, and eight of these reported their credits were turned down because Pitt does not offer similarly titled courses rather than because the courses were not of value. Thirteen others complained of losing credits in the transfer from Pitt's day school to SGS. Most often mentioned was the inability to transfer D's and credits in Physical Education. Ten people focused on the large amount of time and money wasted in a transfer and urged that all credits be unquestionably transferable. There were 13 people who described the inability to have any credits transferred from local schools as well as college courses taken while in nurses' training. Ten people expressed particular concern with an apparent arbitrariness in accepting credits, no standards having been set so a student can evaluate before-hand how he'll make out in the transfer.

In a similar vein, nine others wrote of still being in the dark regarding their transfer status, citing unanswered letters or getting the "run-around" in trying to get a decision. Four others see the transfer problem as related to advisors who need a better idea of SGS requirements and the ability to communicate with the night school student.

It is a foregoing conclusion that a major stumbling block in transfer credits is the individual college faculty in that it ultimately controls the process, and is unlikely to give up this power (a jealously guarded right) to any local or regional group. A hidden fact is that many department heads feel their course, textbook, or approach is more superior than that at any other college and therefore, will not accept, or are reluctant to accept, transfer credits in similar courses taken at another college.

RECOMMENDATIONS FROM THE PANEL

It was suggested by the panel that a state agency be established similar to that used in the public school system to control and regulate academic standards. This agency could facilitate acceptance/rejection of transfer credits on a statewide basis, and possible nationwide through inter-state or Regional cooperation. For example, such a program could be initiated with the Big Five Colleges in the Philadelphia Area. Standards including the minimum required credit-hours could be set up for courses which are easily transferred such as English and Humanity courses, as well as closely related courses in Business, Engineering, Physics, etc. all of which could be accepted from college to college regardless of what text or approach is used. It was also stressed that students taking courses in a non-degree program should receive credit for these courses as electives if the student later decides to enter a degree program. That is, education theoretically is not wasted -- whether or not it is applicable to a specified degree program, of course, is another problem entirely.

The panel also indicated that a combined effort among business and government agencies with taped programs, seminars, and on-the-job-training could provide employees with a college-level education and through an examing university, issue a degree.

PROPOSED SOLUTIONS

1. Standardization of transfer forms in which schools should show all the work attempted.
2. Audit the transfer as soon as possible. Most schools audit the student's transcript after he has been admitted and paid his money.
3. Try to bring nursing and business schools into the fold and find ways to give credit to the transfer student from these schools.
4. For the older student (over age 30) who has work experience, offer a two-year program so that this type of student can concentrate in his area and still receive a B.S. or B.A. from private and public colleges. Possibly the older students are not interested in some of these other courses.
5. Have the Admissions Office give approximate number of transfer credits accepted prior to admission so the student has an idea of how many credit-hours he needs to complete a degree at that institution.

Evening education for part-time students has been steadily increasing (nearly double) over the past 10 years.[2] Open admission policies and growing acceptance of part-time students give older students an increasing chance to enroll at community colleges, 4-year State colleges and a few universitites. In 1969, there were more than 860,000 part-time students enrolled at public community colleges; 520,000 at public 4-year State colleges; the expanded number of campuses provides more convenient locations, allowing more adults with full-time jobs and family responsibilities to continue higher education on a part-time basis. A much smaller number of private schools enrolled only 500,000 for all types of private schools in the United States, both 4-year and 2-year, in 1969.

Most 4-year colleges will accept transfer credits earned at community colleges. Cleveland State University (C.S.U.) for example, publishes transfer guides to help students who are enrolled in the community colleges. In effect the student takes selective courses at the two-year college and receives full credit from C.S.U. and is enrolled as a junior (possibly on probation for a certain number of credit hours).

Students in adult education represent a wide variety of motives for attendance with a wide variety of backgrounds and experiences. There are those who come for entertainment because they find television boring, those who come to develop new skills because their vocational plans demand it, those who come because they are passionately interested in the subject, those who come out of idle curiosity, and those who come for a host of other possible reasons. By contrast, nearly all students in institutions of higher learning have the same motive: to gain credits toward a degree or a license. If this be doubted, it is sufficient to ask how many of these students would be in class tomorrow if they received their degree or their certificate or their license in the mail this afternoon.

COLLEGE CREDENTIALS[2]

No one wants to be operated on by someone who professes to be a doctor but has not been qualified by competent authorities. Certification procedures--including the awarding of grades and degrees by colleges and universities--are a necessary part of our system of public protection and a convenience to everyone.

College credentials are not only a highly prized status symbol, but also the key to many of the well-paying and satisfying jobs in American society. There are approximately 550 licensed occupations in the United States, with the occupations licensed in each State varying widely. Many State licensing boards not only have the authority to accept new practitioners into an occupation, but also to suspend licenses and oversee practices. Seldom is there consensus as to what constitutes a qualified individual. Many of the licensing boards do not use standard tests to determine technical qualifications. If an individual moves to another State, he may well have to retake whatever tests exist, or even return to school.

Should an experienced nurse's aide wish to become a licensed practical nurse, she must leave her job, enter and complete a nursing school program. Rarely is there any consideration of her previous experience on the wards. Having finally become a licensed practical nurse, she may later aspire to advance in her field and become a registered nurse. Yet to do so, she must again return to school to climb the next rung of the educational ladder, and, in many cases, begin again as a freshmen. Rarely is there provision for competency testing to waive requirements. Mobility is further restricted because schools are organized on the basis of administrative convenience rather than the specific needs of people. Enrollment can take place only at specified times. Night courses in many field are diminishing.

Grades recognize and reward academic achievement. Degrees identify different levels of achievement and different types of programs, and hence mark out the courses of instruction which are open to students. Yet there is a conflict between the functions of providing education and certifying competency simply because there are no other ways for individuals to become certified. Colleges and universities are filled with people who seek only to be certified. Yet the grades and degrees these institutions issue are used as false currency in the employment market--they really testify to little about an individual's chance for success. (Disputes among educational institutions concerning transfer credits and credentials suggest that they themselves don't honor this currency). Meanwhile, employers act against their own self-interest by continuing to raise the educational standards for the jobs they have to fill.

Credentials — in a generic sense — are awarded by many institutions. Employers often regard service in the Army, a stint in the Peace Corps, or membership on the college football team as valuable experiences, but they are not regarded as education credentials; these can only be awarded by formal educational institutions. Moreover, the only way to acquire educational credentials is to accumulate academic credits, which, for most individuals, means putting in time at educational institutions. The bachelor's degree certifies a certain level of competency; what it really involves is 4 years at college.

Over the years, periodic reforms have been undertaken designed to speed the acquiring of a degree. In 1951, the Ford Foundation helped initiate an advanced placement program whereby high school students in their senior year could take special "college level" courses. Upon the successful completion of advance placement examinations, these students could then receive exemption from certain courses and advanced standing in college. In 1955, this program was taken over by the College Entrance Examination Board (Appendix A) which has since developed standardized tests. Yet these tests are available only in certain fields and can be substituted only for particular courses--usually after difficult negotiations with the faculties concerned. They make the lockstep process only slightly more bearable for aggressive students.

As certifying institutions, colleges have developed a host of devices--examinations, grades, academic requirements, residency requirements, and so forth--which require administrators and faculty members to exercise constant authority over the work and lives of students. The monopolistic power of existing colleges and universities cannot be justified on the grounds of their effectiveness in screening for occupational performance, nor on the ground that being the sole agencies for awarding degrees and credentials is necessary to their educational mission. Internal reforms include now being implemented a deemphasis on grades, more independent work, credit for off-campus experience, and the use of work equivalency examinations.

Credit by Examination for Life Experience

Advance credit by examination for life experience is an area in which more colleges should be involved. Such exams include the College-Level Examination Program (CLEP), the job-equivalency exams, and recognition of the Military Service School Training Program (MSSTP). Out of the 34 evening colleges[3], 22 granted credit by examination of some type. Norfolk State College and many other institutions across the country are accepting military service school training courses as advanced credit towards a degree, e.g. the applicant fills out a form "Request for Evaluation of Service School Training" which is reviewed by evening college personnel. Surprisingly enough, many private schools do not accept transfer credits for ROTC or MSSTP courses. Many institutions of higher learning are accepting these courses, as well as granting credit for attendance of Officer Candidate School. The American Council on Education recommends college credit for various service schools. Dan Steller, Dean of Students of Doane College, supports credit by examinations. He points out that many evening students have worked for many years before going to evening school, many of which whom are highly proficient in their line of work. "Why not receive credit for this valuable experience?" Says Dean Steller. Dr. V. Richard Sulbenkian, Director of Admissions and Records, Cleveland State University, forecasts increasing strides in the direction of credit for life experiences reaching to the point of widespread granting of external degrees on this basis. However, potential problems and limitations associated with credit by examination include the loss of personal interaction with the instructor and classmates, fear of inferiority of a degree granted via credit by examination, the transferability of credits by examination, and the threat to organized learning which includes the prestige of instructors.

It is also possible that people who wish to return to school (including non-high school graduates) later in life may take a test and receive a credit for one year at a public college; private schools however, suggest that they attend a community college for competency credentials.

Off Campus Learning

In essence a campus provides, in a comprehensive package, all those services needed for acquiring higher education--materials to read, faculties to teach and administer examinations, administrators to award degrees. Why must these services be bound to the campus?

Over the years, there has been a growing recognition of the need for easier availability of educational opportunity. This has led to the expansion of extension courses and the development of evening programs at the new open-admission colleges. But the usefulness of these programs has been artificially limited by their relegation to second-class status within higher education, and by insistence that they replicated the traditional on-campus experience as completely as possible. There are literally millions who can benefit from new approaches to education. These include:

1. Young people who choose not to go to college or who choose to leave in the middle of their college program but who want some contact with higher education.
2. Women who choose both family and education.
3. Those needing professional training for new careers.
4. Workers already involved with jobs and families.
5. Urban ghetto residents lacking the finances or self-confidence to go to a campus.
6. Those who find the conventional college education unsatisfying or unsuited to their needs.

In most evening colleges which utilize day school instructors, the professionalization of faculties has influenced not only the content but the methods of undergraduate education. These faculties assume that students will learn best by sitting in class, listening to professors, and reading books. Very few day faculty organize an undergraduate course or teach on the assumption that students might learn best through subjective or practical experiences. Some faculty members will try to bring practitioners or industrialists into the classroom to supplement lectures, but rarely are courses organized around such individuals, and almost never are they brought into the academic inner sanctum. Rarely are there politicians or lawyers in political science departments, novelists, clergymen, or practicing psychiatrists in psychology departments, or engineers asked to help teach courses in the department of physics.

Moreover, seldom do the majority of day faculty members spend any time in jobs outside the university. The drive to obtain tenure plays a crucial role in the faculty lockstep. The young faculty members with an interest in spending a few years in government or industry find that such broadening experiences count for little. More important, only the most courageous dare lose their place in line or their chance at one more publication. By the time the safety of tenure is reached, most have been socialized to the prevailing faculty role. The drive of the social science and humanities faculties to conform to the model of the pure sciences has alienated many able students whose response, if they do not drop out altogether, has taken the form of demands for off-campus experience and the invention of anti-courses for nominal credit.

For many students, simply sitting in class and consuming the words ..... and wisdom is not a productive format for learning. Many learn best through involvement in concrete situations and practical tasks. This does not mean that such students are vocationally oriented --some are, some are not. It means that their preferred medium for learning is not an abstract issue but a concrete problem, and the knowledge to be gained is subjective as well as objective.

In the last several years, largely due to the escalation of student protests, a great deal of thought and energy has been given to the problem of making colleges and universitites more responsive to the educational needs and interests of students. Many campuses have undertaken extensive studies to reform their undergraduate curriculum.

One direction in this reform movement is to shift more responsibility onto the student and simultaneously intensify the personal contact between students and faculty. (see Appendix B). Lecture courses are giving way to seminars and various forms of independent studies. Courses are also being planned jointly by students and faculty. Requirements, even grades, are disappearing.

Credit for off-campus learning

At a recent Middle Atlantic States Regional meeting of the United States Association of Evening Students, a representative from the Department of Health, Education, and Welfare, stressed the importance of increased educational opportunities for Americans. This opportunity includes examinations given by various institutions to enable students to receive credit for what they already know, e.g. marketing, accounting, computer programming, etc., without the necessity of taking college courses. In other words, "credit by exam". It is a known fact that some students know more than the instructor in practical courses. He mentioned that in order for Americans to take advantage of earning college credits and making it easier for them to obtain an education, off-campus classes in industry such as training seminars and instructions are now being conducted by manufacturing personnel and college professors as well.

There are now wholly new technologies coming on line--cable television, domestic communications satellites, miniature computers, video cassettes--which constitute a new structure for providing higher education. Already, several universities operate closed-television systems with two-way voice transmissions, which make it possible to participate in regular classes without leaving one's office. Chicago City College provides a college program by broadcast television. A number of community colleges (such as St. Petersburg, Fla) and State universities (the University of Maryland, for example) now teach courses in the employer's facility--extending realistic access to higher education to workers on the job.

Drexel University has conducted TV seminars in Basic Economics and the Civil War (broadcasted via WCAU, Channel 10 in Philadelphia) 3 days a week from 6:30 - 7:00 P.M., and were open for credit to all registered Drexel students, and by special arrangement to non-students.

Upon completion of these remote classes, the student must take a written exam to receive credit for the course.

A unique college called the Minnesota Metropolitan State College (MMSC) will have no permanent faculty, no campus, no grades, no special hours, no semesters, no standard courses for students and no really set admission policy.[10]

"In fact," said Dr. David Sweet, President of the new college, "we might even just rely on common sense in deciding to admit a candidate who is worthy but who otherwise lacks some credentials deemed desirable for admission."

The community in the Minneapolis-St. Paul and seven county areas served by the college will serve as a campus. Classrooms and laboratories will include libraries, factories, museums, parks, schools, churches, business and government offices.

Classes will be held evenings, weekends, during traditional holidays, maybe in the middle of the night, or in a student's home—when a student is engaged in self-instruction or independent study.

Primarily the students will come from among those in the area who have gone through a two-year junior college. But the student body also will include adults who have dropped out of college and perhaps some who never graduated from high school but have the equivalent of learning through experience.

The main faculty will consist of persons who have full time responsibility unconnected with the college. Among such "tutors" will be business and professional persons, labor leaders, housewives, social service workers, policemen, correctional facility personnel, traffic planners, even journalists.

"All kinds of people," Sweet said, "will be on the faculty—including persons without conventional academic credits but who possess knowledge, insights, experience and sparkle to which these special students will respond."

Degrees will be granted only after students have demonstrated competency in learning, vocational skills, and personal growth.

A revolutionary engineering curriculum will be started at Worcester Polytechnic Institute this fall. The basic concept is that the degree will be awarded for demonstration of competence rather than accumulation of credit hours.[13]

The biggest asset of such a concept is these degree-granting institutions could establish standards and requirements for course material, and therefore could assure the student that credits earned at one college will be accepted at another college towards a similar degree program.

A unique system is being utilized in a province of Canada (unknown) in which a full-time staff, centrally located, monitors the curriculums offered by institutions participating in the transfer credit program, e.g. what courses are offered, where they are offered, and the number of credit-hours. These courses are recognized and accepted throughout the province, and in some cases outside the province as well. This system enables a student to take courses at another institution if they are not conveniently offered at his college. Entrance exams and graduation diplomas are also filtered through this centralized agency.

Another system is utilized by Malcolm-King Harlem College Extension program in New York, in which only final grades of A, B, or C are given.4 Since grades of D are not transferrable in todays' educational arena, they serve no purpose within the framework of Malcolm-King. This however does not mean that all students pass all courses; it merely means that only passing grades are recorded on the transcripts. At mid-term, the instructor issues a progress report indicating the student's academic status. Those students doing poorly are told that they must repeat the course to receive credit, but no D or F will appear on the transcripts. Basic courses at Malcolm-King are transferrable to sponsoring 2-yr or 4-yr institutions for an associate or baccalaureate degree. In fact many sutdents upon graduation have continued their education at such colleges as Fordham University, and The City University of New York. In addition, up to 16 community agencies (churches, high schools, community clubs, etc.) have cooperated with Malcolm-King. Malcolm-King is a prime example of cooperation among local area colleges and universities in alleviating transfer credit problems and thus enhancing the opportunity for students to further their education at another institution.

IV CONCLUSION

This study concludes that a locally, Regionally, or Nationally recognized agency should be formed to oversee and monitor transfer credits. It is concluded that there must be cooperation among the evening college deans and administrators in the form of scheduled meetings in order to make this program feasible. It is hoped that such meetings are encouraged among local colleges so they could periodically review related course requirements for ease of transfer credits evaluation.

It is recommended that the United States Association of Evening Students, the only organization in the U.S. which truly represents the evening student, submit a report on transfer credits to as many evening college organizations as possible.

The question has been asked, "if a Middle Atlantic States Accreditation Bureau can be established to determine whether a college meets certain accreditation standards, then why can't there be a similar Bureau to determine standards on transfer credits??? An interesting speculation is whether it would really undermine American society if the accrediting function were performed by a Federal Bureau of Degrees which would issue certificates and licenses upon demand, leaving the universitites free to become centers of learning.[2] Along those same lines, the Bureau could monitor a program of advanced credit by examination. Once established, participating colleges would have to submit course outlines along with subjective opinions as to the depth of knowledge required in a particular course and subject area; followed by an in-depth analysis of subject requirements by staff personnel with the Bureau. The results of such an analysis could be utilized by other colleges for the purpose of evaluating their own programs, thereby creating a "snow-ball effect" such that more colleges would be forced to maintain standards equivalent to that of the Bureau, if ever established. That is, all colleges would want to join the bandwagon for fear of a decrease in enrollment in addition to being buried below those colleges participating in the transfer credit porgram.

In such a program, a transfer student would essentially have his own master file on record and be forwarded to the college of his choice. Simply stated, the student would have validification and assurance that courses taken at one college would be accepted at another sponsoring college, dependeing on his course major. Setting up this Bureau would be astronomical in terms of cost and time, but not impossible. However as indicated previously, it would have to be financed in-part by the Federal Government, namely HEW, and why not? Of course, a program of this magnitude would require a great deal of effort and cooperation on the part of college administrators, deans, and department heads.

It is recommended that the U.S. Association of Evening Students (USAES) contact such groups as the Association of University Evening Colleges (AUEC), and the Adult Student Personnel Association (ASPA) the American Association of College Registrars, as well as the Department of Health, Education, and Welfare (HEW) in Washington to hold a conference on transfer credits. These groups could pave the way for such a program in which the ultimate result would be a recognized Bureau or Agency to monitor and control transfer credits, including credit by examination, as specified by the Bureau in cooperation with the sponsoring colleges.

It is recommended that the USAES approach the Federal or State Government, and/or private concerns for foundation grants to conduct a feasibility study on the establishment of a central agency to regulate transfer credits both Regionally as well as Nationally. State governments should undertake to provide part of their funds towards establishing a centralized agency for transfer credits.

Some colleges are now moving in the direction of relaxing barriers to non-standard admissions and transfers, providing opportunities for part-time students, and caring about individuals beyond "college age" who are seeking higher education, but these are gradual and marginal reforms. No one policy or change, nor one institution reform will itself be sufficient to break the pattern. But a number of things can be done, each valuable in itself, which together will have a cumulative effect. Such changes may include:

1. Undergraduate and graduate admissions policies to favor students who have had experiences outside school; and to admit students without requiring that they forfeit their acceptance unless they immediately matriculate.

2. Ways to give credit to students who choose to engage in public and social service projects before or during the completion of their formal education.

If all agree that a college education is necessary, then course subject matter should be taught to some degree basically the same in all colleges,[12] especially Humanity courses. College A on the West Coast should not differ substantially in teaching a course in U.S. History than College B on the East Coast.

One limited approach would be to establish a statewide board (central agency) for higher education and a separate board for each campus, with a careful definition of the powers to be exercised by each. The State board might then be charged with the responsibility for establishing goals and standards, and, in turn, with each campus, coordination within the system. Each campus would also have its own board responsible for governance of that campus and the review of programs within the statewide guidelines, etc.

Finally, as students become more mobile due to relocation, marriage, new employment, health, etc., and as the various community colleges prepare students for four-year colleges, it is extremely important that these students be readily accepted in regards to transfer credits; whether credits are earned by exam, off-campus, correspondence, or in the military.

NOTE:

I wish to thank the Frank Newman Committee for their "Report on Higher Education" in which factual data has been extracted and included in this sutdy. In essence, you might say I am passing the ball back to H.E.W for their reaction.

Alex Meloni

FOOTNOTES

1. Conference Techniques, a 3-credit course at Drexel University Evening College, Spring Term, 1971.

2. Report on Higher Education, March 1971, Frank Newman, Chairman, U.S. Department of Health, Education, and Welfare (HEW), Office of Education, Washington, D.C.

3. A Comparison of Evening College Business Administration Curricula, Requirements and Policies, a thesis by Roy Barry, Drexel University, June 1971.

4. Catalog,,St. Josephs' Evening College.

5. Colleges and Universities Are Not Just Places for Kids, S. I. Hayakawa, Camden Courier Post, Jan. 24, 1972.

6. Credit Transfers, David Selby, Workshop #14, USAES 11th Annual Conference, Cleveland, Ohio, Nov. 13-15, 1970.

7. Student Survey, U. of Pittsburg, 1971.

8. Nuts and Bolts, Daniel J. Steller, Keynot Address, USAES 11th Annual Conference, Cleveland, Ohio, Nov. 13-15, 1970.

9. Credit for Previous Life Experiences, Dr. V. Richard Gulbenkian, Workshop #6, USAES 11th Annual Conference, Cleveland, Ohio, Nov. 13-15, 1970.

10. New College Has No Campus,Grades,'nor Permanent Faculty, Patricia McCormack, Camden Courier Post, Dec. 16, 1971.

11. Student Handbook, Malcolm-King Harlem College Extension, 1970-71.

12. Acceptance of College Credits, Jim Yates, USAES President 1970, presented to Association of University Evening Colleges 32nd Annual Meeting, Montreal, Quebec, Canada, Nov. 11-12, 1970.

13. No Credit Hours Needed for Engineering Degree, Drexel Dragon, Vol. XVII, no. 1, Spring 1972.

14. 18 Temple Law Students Help U.S., Get Credits, Phila. Inquirer, March 15, 1972.

APPENDIX A

C.L.E.P.

C.L.E.P. is based on the assumption that many Americans know more than their academic credentials would suggest. This is because most people do not stop learning simply because they have stopped going to school. Many people are avid readers; many receive training on the job; many watch educational programs offered by their high schools, community colleges, churches, or clubs. In fact, most people learn on their own in more ways than can be counted. Yet until recently these people have had no way of earning credit for their achievement.

The objective of C.L.E.P. is to help such people gain recognition for what they know and can do, irrespective of how or where they learned it. Through C.L.E.P. hundreds of thousands of examinations have been given to men in the military service who have not gone beyond high school. Thousands of these men earned scores equal to or higher than those earned by students who had completed two years of formal college study. Many civilians have also demonstrated college-level achievement without having attended college classes.

Examinations are made available through the program to anyone who wants to take them. For example, if you are interested in going to college and want to get credit for what you have learned on your own in an academic field, you can take the College-Level Examination in that field and have your score sent to any of the colleges that recognize C.L.E.P. scores. If you meet the standards set by the college in your particular subject field, you will be granted academic credit.

Many people in corporations and agencies have also been able to demonstrate their competence and gain advancement on the basis of C.L.E.P. scores. Others have taken the tests simply to satisfy their curiosity about where they stand academically compared with college students. In all cases, your scores remain in your control: They are reported to you and only to the person or institution you designate.

Neither the College-Level Examination Program nor the College Entrance Examination Board, its sponsor, can award credit. This kind of recognition can be made only by a college or university. So if you are interested in taking the examinations to earn credit at a college, you should visit the college and find out which of the examinations you are required to take, how your scores will be used, and how well you will have to do on the examinations to be granted credit at that college. You should also find out about any other requirements you will have to meet to qualify for admission.

The colleges using C.L.E.P. scores as a basis for awarding credit are listed in C.L.E.P. Bulletin.

The College-Level Examinations Program is offered by the College Entrance Examination Board, a nonprofit membership organization that provides tests and education services for schools and colleges. The membership is composed of colleges, schools, school systems, and education associations. Representatives of the members serve on committees that consider the Board's programs and participate in the determination of its policies and activities.

A booklet is available which was prepared and produced for the College Entrance Examination Board by Educational Testing Service. Information may be obtained by contacting: C.L.E.P., Box 1821, Princeton, N.J. 08540.

United States Association of Evening Students

Resolution on Transfer Credits

WHEREAS todays' society and economic opportunities has become highly mobile, the probability of a student changing colleges within his 4,5,8, or even 10 years of getting his degree is greater now than ever before, and,

WHEREAS todays' needs and requirements for training and/or a college degree is more demanding than ever before

THEREFORE BE IT RESOLVED that the United States Association of Evening Students endorses the report of Transfer Credits and Off-Campus Learning,

BE IT FURTHER RESOLVED that copies of this report be sent to all affiliated organizations, and to Deans of all Member Schools and especially to the Department of Health, Education, and Welfare in Washington, D.C.

BE IT FURTHER RESOLVED that the USAES President personally contact the U.S. Department of Health, Education and Welfare emphasizing the need for resolving problems associated with transfer credits.

Adopted at the Semi-Annual Conference
April 6, 1970
Buffalo, New York